Online Learning Manual
Chattahoochee Valley Community College

Revised July 2025

Table of Contents

Chattahoochee Valley Community College Online Learning Manual

Introduction

Purpose

Chattahoochee Valley Community College (CVCC) provides traditional, hybrid, and online courses as part of the overall purpose of the institution to enhance student learning and instruction by offering a variety of course delivery formats.

Goals

- To provide a flexible learning environment through alternative course formats that provide an opportunity for education to those students who have responsibilities or circumstances that make attending and participating in traditional, face-to-face courses difficult.

- To provide educational opportunities to diverse groups of students who would have difficulties in accessing our campus due to circumstances like childcare, transportation difficulties or physical disabilities.

- To provide educational opportunities to individuals in the College's service areas by offering courses that can be delivered in an online learning environment.

Mission

Chattahoochee Valley Community College (CVCC) promotes student success and is committed to enriching our community by offering accessible, quality, and engaging educational opportunities through academic transfer, career and technical education, workforce development, and adult education.

In addition to the overall mission of the institution, CVCC seeks to enhance the lives of its students and community with these institutional goals:

1. To offer high-quality educational programs.
2. To expand and strengthen program offerings that prepare students for direct entry into jobs at technical, paraprofessional, and entry-level management positions.
3. To provide educational and support programs that ensure student success.
4. To provide and maintain a comprehensive program of advising, counseling, and testing services and extracurricular activities that enrich the cultural, social, physical, and intellectual lives of students
5. To provide state-of-art technology, infrastructure, and facilities to the College mission.

The Online Learning Committee (OLC) is a college-wide committee with members representing various instructional areas as well as information technology of the College. Committee members will serve a minimum of a two-year appointment.

The Online Learning Committee is charged with the task of reviewing online learning procedures and processes, which best serve the needs of all Chattahoochee Valley Community College students. The committee is responsible for providing input and making recommendations on

academic and administrative policy issues related to online learning. The committee will serve as the recommending body for new online or hybrid courses and online learning initiatives as they are developed. The committee chair is responsible to the Dean of Instruction for committee activities and recommendations.

Definition of Online Education

To align with current trends in education relating to online course delivery, CVCC has decided to use online learning rather Online Learning when referencing to online education. Online education is defined as a formal education process in which the majority of the instruction in a course (interaction between students and instructors and among students) occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Although Chattahoochee Valley Community College requires students to participate in all instructional activities, those instructional activities vary according to the delivery modes (face-to-face, hybrid, or online environments). Chattahoochee Valley Community College uses the following percentages and classifications to define the various delivery modes:

<u>**Traditional**</u>

Traditional courses are defined as courses where at least **70%** instruction is achieved in face-to-face (F2F) classroom environments and a maximum of **30%** in online instruction.

<u>**Hybrid**</u>

Hybrid courses are defined as courses where the majority of the course's content and student participation are online. Educational activities and student/instructor communication take place both in a traditional classroom setting and outside the classroom via technology, reducing face-to-face time in the classroom. Face-to-face (F2F) instruction in classroom environment is **50%** or less. Online activities in a Hybrid course must account for between **51-99%** of the educational activities for the course.

<u>**Online**</u>

Online courses are defined as courses where **100%** of classroom content and participation can be achieved via technology and outside of a traditional classroom environment. Although the student is not required to attend class in a traditional environment, all online courses require ONE proctored exam or assignment.

<u>**Instruction by Delivery Mode**</u>

Delivery Mode	Percentage Online	Percentage In Class (F2F)
Traditional	Maximum 30%	At least 70%
Hybrid	51-99%	50% or Less
Online	**100%**	**0%**

Student Rights, Responsibilities, and Readiness

General Information
Every student enrolled in an online course at the Chattahoochee Valley Community College will follow the same guidelines that apply to traditional, face-to-face instructional courses. All policies that appear in the Chattahoochee Valley Community College Catalog/Student Handbook will be applied to online learning.

Academic Integrity
Student integrity is expected to be equal to that of traditional classrooms. Plagiarism in any form is unacceptable. Any outside sources should be cited appropriately, and credit should be given to any source used. All student work should be original and authored/created by the student currently enrolled in the class. There should be no collaboration between students unless prescribed by the instructor or the class assignment. Any instance of academic dishonesty will be handled through the student misconduct procedures in the [CVCC Catalog and Student Handbook](#).

Enrollment Recommendations for Online Courses
Eligibility requirements for online courses are the same as the requirements for traditional courses with the following exceptions:

<u>In order to enroll an online course, CVCC students should consider if they:</u>

- Met all pre-requisites and co-requisites for the desired online course(s).
- Completed all developmental coursework as required by placement testing.
- Possess a computer and internet connection meeting the technical requirements
- Are not on academic probation.

Student Authentication
Student authentication procedures ensure that the student who registers for an online course is the same student who participates, completes, and receives credit for the course. When a student applies for admission to the College, each student is assigned a unique identification number (A number) and unique logins to CVCC's online resources: Pirate Portal (Student Information System), user account (Outlook 365), Canvas (Learning Management System). These user accounts are used to access online resources that require student authentication.

Additional methods used to verify the student's identity may include one or more of the following:

- Selected on-campus proctored exams requiring student I.D.
- Third-party technologies that provide identity verification services.
- Specialized assignments and/or exams that ensure student identity.

Proctored Examination Requirements

Online courses at Chattahoochee Valley Community College will have at **least one** proctored examination/assignment weighted to be at least 20% of the student's overall grade.

A proctored examination is defined as an examination that is taken either
1. in the presence of a staff member of the CVCC Testing Center
2. or using online proctoring software
3. or another approved proctor/ alternative testing center

The online course instructor determines which examination or assignment will be proctored. If a student has extenuating circumstances and is unable to take a proctored examination or assignment using the CVCC Testing Center or user online proctoring software, the student will contact the instructor for assistance. The instructor will provide a list of alternate certified testing centers (http://www.ncta-testing.org/list-of-certified-centers) to the student. Once the student determines the preferred alternate certified testing site, the instructor completes and submits the CVCC Alternate Testing Center Request Form to the alternate certified testing center. The student then schedules an appointment with the alternate certified testing center.

Schedule an Examination
1. **Campus Testing Center** – Students are provided testing schedules for all online Canvas courses. Students can schedule appointments at the Testing Center website. Instructor should schedule the exam in the testing center. Testing center personnel will assist them. Please note that you still have to complete scheduling your exam in the LMS.

2. **Online proctoring software** – For online education courses, students may be asked to use online proctoring software, which requires a webcam. iPads may not work well with this software.

3. **Alternate Testing Location** – Under extenuating circumstances, students may request an alternate testing location by contacting the instructor for assistance. The instructor provides a list of alternate certified testing centers to the student. Once the student determines the preferred alternate certified testing site, the instructor completes and submits the CVCC Alternate Testing Center Request Form to the alternate certified testing center. The student then schedules an appointment with the alternate certified testing center.

Process for Verifying Student Identity for an Online Examination

Students present a photo identification to the Testing Center staff, hold ID up to the webcam for online proctoring software, or shows ID to the approved proctor for student verification. If the student does not present a photo identification, he or she cannot take the examination.

As part of the testing process, the student completes and submits the examination via Canvas or whatever format allowed by the instructor. If using scratch paper or allowed content such as a notecard, the instructor may require the student to take a digital photo of the scratch paper or note-card and submit the digital photo immediately to the instructor via email.

Alternate Test Proctoring at another College, University, or other Approved Location

In cases of extenuating circumstances, students may request an alternate testing location. The location and proctor must be approved by the course instructor. The student will present photo identification to the approved proctor for student identity verification. If the student does not present photo identification, he or she cannot take the examination.

Additional Costs Associated with Online Learning

The only associated charge for online courses would occur if students chose to take proctored course exams or assignments using an alternate certified testing location. Proctored fees may vary for alternate certified testing centers.

Student Account Usage and Maintenance

Students are responsible for the usage of their accounts and maintaining the security of their usernames, passwords, and any other access credentials. Students are prohibited from sharing their usernames, passwords, or account access codes with anyone. Students will notify the institution if their account has been "hacked" and needs account information reset.

Online Computer and Learning Management System (LMS) Skills

New students attending Chattahoochee Valley Community College are required to take the orientation class (ORI105) if they are not transferring 14 or more semester hours of college credit to CVCC. This course may be administered in class, hybrid, or online delivery mode. A portion of the course contains learning material that introduces students to the navigation and computer skills used to access CVCC's learning management system-Canvas, the student information system Pirate Portal, and student email Pirate Mail.

Students enrolled in ORI105 should be able to operate online in a hybrid and online environment that include the following:

- Use Canvas Learning Management System
- Use CVCC Student email
- Use online storage provided by student email (Microsoft OneDrive)
- Open and run applications (ex: Microsoft Office, free for students)
- Search the Internet
- Demonstrate data organization (files, folders)
- Download and install required software updates
- Maintain current antivirus software (available free)

Computer System Requirements

Students enrolled in online courses are entitled to use all on-campus facilities, such as libraries, bookstores, and computer labs, with a valid student ID. In addition, links on the CVCC website provide access to or information about all student resources and services. Students access their student information in Student Pirate Portal using a unique user account. This same unique user account is used to access CVCC student email, as well as course content on Canvas.

CVCC maintains open computer labs with Internet access in the Learning Resource Center (LRC) on campus. Students may also checkout laptops at the LRC for the semester.

Students who prefer to use their personal computers for coursework must review the computer system requirements to ensure that their systems meet hardware specifications and have all required software and plug-ins installed to successfully complete online activities (see chart "Minimum Technical Requirements" below). **Not all operations within an online or hybrid course can be satisfied with mobile devices (cell phones, tablets, etc.) or Chromebook laptops.** It is the student's responsibility to download the software to his/her own home computer, and certain online courses may require the purchase of additional necessary software.

Minimum Technical Requirements for Online Learning

Hardware/Software	
Operating System	Windows 10, 11, Mac OS
Browsers	Chrome, Safari, Edge, Firefox (updated to latest version)
Internet Connection	Cable or DSL at least 50 Mbps (wireless may be less reliable)
MS Office 365	provided free by CVCC – install from CVCC email account
Web camera	free-standing USB camera or integrated into laptop
Antivirus software	available free

Students are expected to meet the requirements of the College's online courses. If a student cannot fulfill these requirements, then he/she should not enroll in the online course (or should withdraw from that course if already registered).

Course Attendance and Participation

Attendance plays a major role in student success in online courses, as well as hybrid and traditional courses. To comply with the United States Department of Education regulations, , students are required to actively participate through diverse types of online activities; participation in these online activities constitutes "attendance" in an online course.

Examples of active engagement in an online course include the following:
- Submitting an assignment.
- Completing a quiz.
- Viewing a tutorial or captured session.
- Contributing to a discussion.
- Participating in video conference.

Examples that do not demonstrate active participation include:
- Logging into the learning management system (Canvas).
- Checking and sending instructor e-mails.

Unlike in a traditional course, online students must log in to the online course during the first week and complete an assignment that verifies attendance. Furthermore, additional verification

assignments may be required throughout the semester. Failure to complete and submit any of these required verification assignments will result in an academic withdrawal from the course.

Refund Request

Online or hybrid courses are governed by the same financial policies and standards as traditional courses. All drop/add dates are applicable to all CVCC courses. Therefore, all refund and payment deadlines are applicable to online or hybrid courses and traditional courses alike. The College Refund Policy is located in the CVCC Catalog. Courses that have insufficient enrollment or for which no qualified instructor is available will be cancelled and removed from the listing of course offerings.

Additional Charges/Fees for Online/Hybrid Classes

There may be additional charges/fees for third party proctoring services.

Grievance and Appeal

CVCC recognizes that in order to efficiently and effectively fulfill its mission, students must feel confident that any valid complaint made concerning the College will be promptly addressed by the appropriate authorities. Therefore, the Grievance and Appeal Procedure outlined in the CVCC Student Handbook will also apply to students taking online or hybrid courses.

Students enrolled in online courses offered by the College have the same rights as those who attend traditional college courses. All students have specific rights, such as the right to adequate contact with their assigned instructor, the right to comparable instruction, resources, and materials, and the right to question the policies and procedures of their respective instructor as outlined on the instructor's syllabus.

Students are always encouraged to contact their instructor first with concerns. In some cases, the department chair or ultimately the Dean of Instruction may need to get involved with complex or extreme cases.

Faculty Rights and Responsibilities

General Information
Every faculty member teaching a hybrid or online course will follow the same guidelines that apply to traditional courses with exceptions as noted in this policy manual. All policies that appear in the CVCC's Catalog and Student Handbook will be applied to online learning (i.e., attendance, academic misconduct, plagiarism, cheating, harassment, etc.).

Certification and Training for Online Instructors and Students
In effective online classes, instructors provide instruction in ways that actively engage all students in memorable learning experiences. Effective online classes stimulate communication among class members and elicit thought provoking dialogue between the instructor and the student. In such classes, students are challenged to think logically and creatively, and master course content to the same degree of proficiency as students in the same traditional courses. It takes a special skill set and a particular passion for online teaching to develop and deliver a course that meets these standards. To meet this challenge, CVCC uses standard course templates with a common navigation menu, and a "Start Here" area. Training and support are provided for all instructors who desire to teach an online or hybrid class. A list of basic skills an instructor should possess to teach an online or hybrid class is located in Appendix B.

An instructor who wishes to teach online will complete a Canvas 101- Introduction to Teaching with Canvas course. After approval to teach an online course, the online course must follow a standard format (Appendix C).

Course Proposal Process for Online and Hybrid Delivery
Online course delivery allows access to quality higher education for students who are unable to enroll in campus-based courses. If a faculty member wishes to propose a new online learning course (hybrid or online) or transition a traditional course over to an online or hybrid delivery mode, the instructor must complete the steps below for official approval of the proposed course.

1. Determine if the course is viable for online or hybrid delivery. As a faculty member, the instructor should gather input from other faculty within the appropriate department/division to discuss any obstacles to teach the course in an online or hybrid format. Once this process is completed, the instructor will complete the proposal (Appendix D).

2. Submit the completed proposal to the appropriate Division Chair for approval.

3. Once the Division Chair has read the proposal and signed off on the proposal, the proposal should be forwarded to the Distance Learning Committee for review.

4. Once the Distance Learning Committee has reviewed and approved the proposed course, the proposal should be forwarded to the Dean of Instruction.

5. Once the Dean of Instruction has reviewed and approved the proposal, the Dean will send a hard copy and an electronic copy to the Curriculum Committee for final approval.

6. Once the Curriculum Committee has approved the proposal, the approved proposal will be forwarded to the College's Cabinet for approval.

7. The Dean of Instruction will notify the division chair and instructor to proceed with the course implementation.

The diagram below shows each step in the course development process.
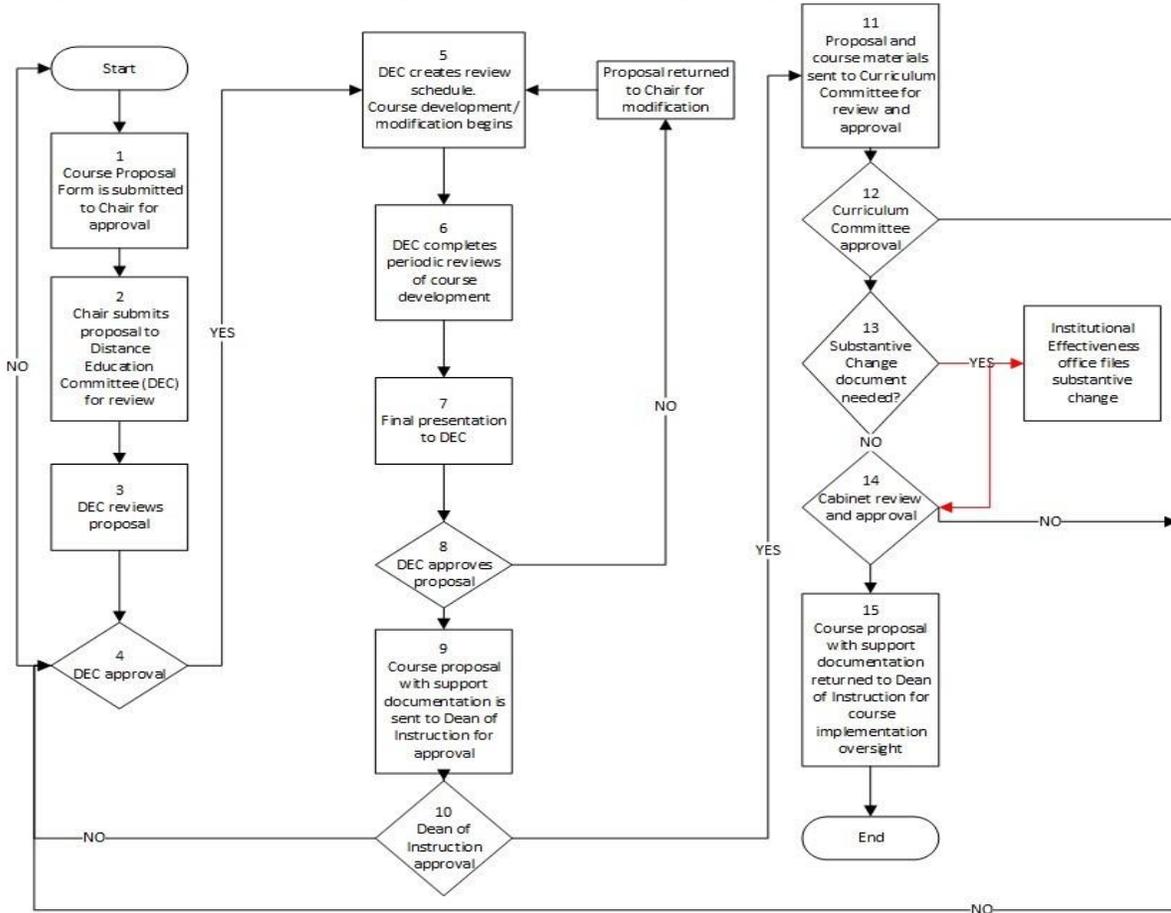
Since the process is lengthy, requiring several months for completion, the instructor should begin several months prior to the implementation of the online learning course.

Access to Training and Professional Development
A representative from the online learning department will hold regular training sessions for faculty at different times and locations. Topics covered may include various programs used with Canvas, troubleshooting, online course planning, and course management. Introductory and advanced sessions will be offered to ensure that all faculty have access to relevant information. Instructors will be informed of session scheduling through campus email and Canvas announcement postings. Furthermore, the Director of Online Learning is available by email/ phone for faculty technical support.

Instructor Course Load

In determining faculty teaching load, an online course will be considered the equivalent of an on-campus course that has the same number of credit hours. Faculty may teach up to a maximum number of 12 credit hours within a given semester with approval of the department chair and dean of instruction.

Faculty may indicate on the instructor's locator card or daily schedule up to two (2) hours of virtual office time per week per three (or four)-credit-hour course, not to exceed six (6) hours in any given term. Summer is no exception. For hybrid courses, faculty may indicate no more than one (1) hour of virtual office time per week per course, not to exceed three (3) hours in any given term.

Intellectual Property Rights and Copyright Policies

CVCC encourages faculty to be independent thinkers and pursue initiatives that will enhance the College's ability to offer online courses. Policy addressing the respective ownership and royalty rights of the College and faculty regarding online courses will be congruent with the Alabama Community College System Board of Trustees Policy 321.01.

Accommodations for Disabilities

Instructors **must** comply with ADA Standards in the delivery of online courses.

Evaluation Policies

Student Evaluations of Online/Hybrid Course/Instructor

Each active online and hybrid course and instructor will be evaluated at the end of each semester by enrolled students. The instrument of evaluation will be a 3rd party Course Evaluation Survey tool embedded in the LMS (example: SmartEvals). Surveys will be distributed to students near the end of the term. A sample of the course/instructor evaluation tool is located in Appendix E. Results will be compiled and sent to each Department/Division Chairperson and appropriate Instructional Officer after the completion of the term.

Online/Hybrid Faculty Observation

Each Department/Division Chair will be responsible for the evaluation of online and hybrid faculty in accordance with the College's policies and timelines that are followed for evaluating full time and adjunct faculty teaching face-to-face classes. The Online/Hybrid Faculty Observation tool is located in Appendix F.

Online/Hybrid Peer Reviews

All online courses are subject to periodic evaluation by a peer review team. The peer review team will consist of three (3) members of the Online Learning Committee. The peer review team will use the Online Course Evaluation by Peer Review form (Appendix G) to determine if a course meets required quality standards. If a course does not meet minimum quality standards, the course instructor and/or developer will be notified, along with suggestions for improving the course up to standards within 30 days and should request another evaluation after the course. The course developer and/or instructor will be required to bring the suggested improvements have been completed.

If either course quality or online teaching quality is found to be unsatisfactory based on the results of evaluations, the Dean of Instruction may remove the course from CVCC's online course offerings until its quality has reached an approved level.

Student Satisfaction of Course Survey

Every spring semester, the Online Learning Student Satisfaction Survey (Appendix H) will be distributed to all online students. Results of this survey will be used by the College to evaluate student satisfaction with the quality and types of online offerings by the College.

In addition to the surveys identified in this manual, the Director of Online Learning will work with the Division of Strategic Initiatives to collect and analyze data regarding online success rates, course delivery mode percentages, and more.

Institutional Responsibilities

General Information
Chattahoochee Valley Community College (CVCC or the College) serves a diverse population through traditional classroom and distance learning formats. The College has the responsibility to uphold its mission and goals, as stated in the College's Catalog and Student Handbook, to all of its students, regardless of whether they are taking courses in a fully online, partially online, or traditional classroom setting.

Assessment Systems to Ensure Compliance with Institutional Goals
Assessment occurs at all levels of the College in a variety of formats. The Office of Institutional Effectiveness facilitates the College's assessment process for continuous improvement based on the Assessment Instrument Implementation Procedures. These assessments include, among others, student surveys, faculty and staff surveys, graduate surveys, and employer surveys.

Courses offered fully online or partially online use the same assessment methods as courses offered on campus in a traditional, face-to-face environment.

Continuous Improvement Cycle
Instructional divisions and functional units participate in ongoing, integrated, and institution-wide research-based planning and evaluation through the systematic review of unit outcomes. Through participation in the Institutional Effectiveness process, functional units assess performance on expected student learning and unit outcomes using quantitative and qualitative data. The results of these assessments are used to identify areas in need of improvement in order to improve instructional quality and accomplish the College's mission.

Student Privacy
In accordance with the Family Educational Rights and Privacy Act (FERPA), the College protects the privacy of students enrolled in online courses by ensuring the privacy and integrity of the communications and records. Student access to online course content is protected by a unique and secure login and password. Access to student coursework is restricted to the instructor and learning content management (LMS) administrators.

Only the College's email addresses are used for communication within the course. Students accessing grades within the system are limited to their grades only. Once a course has been completed, student records are stored within an archived version of the course, which is completed at the end of each semester.

Learning Management System Backup and Disaster Preparedness
Course data stored on the learning management system resides on off-site data centers that are separated geographically from the College. All data traffic in and out of the LMS is at least 128bit TSL/SSL-encrypted over secure connections. Backups of the LMS data are performed daily. Such backups include media, file system data, course structures, coursework, rubrics, and metadata. Data replication and backups ensure that, in the event of an emergency or necessary system restore, the potential data loss will be limited.

Intellectual Property Issues

Introduction

CVCC recognizes and values creativity and innovation as part of the teaching and learning process. Similarly, the College recognizes and encourages the transfer of new knowledge generated in the College to the private sector for the public good. At the same time, as a publicly funded institution, the College must be a good steward of the public resources provided to it and must safeguard against the use of public funds for private gain. This policy addresses the rights to, interest in, and protection and transfer of Intellectual Property created by the College's faculty, staff and students.

Definitions

For purposes of this policy: "Intellectual Property" means inventions, discoveries, innovations and copyrightable works.

"Invention" means a tangible or intangible discovery, whether or not reduced to practice, and tangible research products, whether or not patentable or copyrightable. Such research products include, but are not limited to, computer programs, integrated circuit designs, industrial designs, databases, technical drawings, equipment, biological materials and other technical creations.

"Copyrightable Works" means original works of authorship fixed in tangible media of expression.

Disclaimer

It is the College's intention to comply with the Alabama Community College System Board of Trustees' Policy and Procedures, 321.01, addressing the respective ownership and royalty rights of the College and faculty in regard to online instructional text or resources. If a conflict or contraction should occur with the policy in this document, the policy as set forth by the Alabama Community College System Board of Trustees is in control.

Ownership

Ownership of any intellectual property created by faculty or staff members or students using College resources, belongs to the College.

Intellectual Property: Submitted Work as Part of Course Requirements

When a student submits work as a course requirement, the student retains ownership of the work, but ownership of the physical or electronic document shall be vested in the College. The College is granted a perpetual, royalty-free license by the submitting student to make copies of the work for administrative and educational purposes.

1. The College and its faculty, staff and students recognize that some intellectual property may be developed by students from interaction with the instructor and other students. Under those circumstances, the intellectual property may not be the exclusive property of the student.

2. When work prepared/done by a student, faculty or staff has been accepted for publication by a journal or a publisher, absent an agreement to the contrary, the work becomes the property of the publisher.

Intellectual Property: Computer Programs
1. Computer programs that are written within the scope of faculty, staff and students' **employment duties** with the College become the property of the College.

2. When a program is developed for a course project or assignment by a student, faculty member or staff member, ownership is retained by the student, faculty or staff member with the College having a perpetual and royalty-free license to make and distribute copies to faculty, staff and students for administrative and educational purposes.

Copyright Issues
Intellectual Property rights for Copyrightable Works are earned through ownership, which is established according to the rules set forth earlier in this policy. College employees and students alike must comply with all federal copyright laws in the creation and use of intellectual property, whether such property is created for compensation, created or used as part of a course requirement, or created or used as part of normal employment duties. In particular, the College complies with Public Law 110-315 (the Higher Education Opportunity Act), which requires the institution to take measures to combat unauthorized distribution of copyrighted materials through illegal downloading or peer-to-peer (P2P) file sharing of music, photographs, videos or other digitally stored information. The U.S. Digital Millennium Copyright Act (DMCA) criminalizes such unlawful distribution, even when such distribution is unintentional.

Compensation for Creation of Intellectual Property
The College does not compensate employees or students for any form of intellectual property developed as part of the creator's normal employment duties or course assignments. The only compensation provided by the College for intellectual property will be for fulfillment of a preauthorized, legally binding contract issued by the College to the creator for the sole purpose of the development of the intellectual property. Such a contract will necessarily constitute work performed in excess of the employee's normal duties and beyond his/her scheduled work hours. Compensation for intellectual property developed during the creation of an online course by a certified online instructor is governed by the policies set forth by the College.

Use of Revenue from Intellectual Property
All revenue derived from the sale or use of intellectual property created in association with CVCC belongs to the established owner(s). Since ownership is dependent upon whether College resources are used in the production of Intellectual Property, instructors are prohibited from profiting from the sale of materials created while using College resources to develop online courses. More information on the intellectual property policies surrounding online course development can be found in the College's website.

Resolution of Disputes

All complaints regarding the ownership of intellectual property, its use, compensation for its development, and/ or use of revenue derived from its sale shall be addressed through the standard Grievance and Appeal procedures as established in the College's Catalog and Student Handbook.

Information Technology Usage

The College expects all students and employees to use information technology resources in a responsible manner, respecting the public trust through which they have been provided, the rights and privacy of others, the integrity of the facilities, and pertinent laws, college policies and standards and to limit their use of information resources to the educational purposes and legitimate business of the College. This policy applies to all users of the College's information technology resources, including faculty, staff, students, guests, organizations, and individuals accessing external network services, such as the Internet via college facilities.

College information technology usage policies apply to all users and to all telephones, computer hardware, software, networks peripheral devices, data and any other components connected to or associated with the College's computer systems, including access to the Internet and the use of electronic mail. The College will not be held liable for the actions of the College computer users when those actions are inconsistent with the College's policies and procedures.

Violations of this policy may result in suspension or revocation of utilization privileges, administrative discipline, or immediate termination/dismissal of the violator's relationship with the College and could lead to criminal and civil prosecution. Every member of the College community has an obligation to report suspected violations according to the College's Catalog and Student Handbook.

The College makes no representation concerning the availability of computer resources, the privacy of material, or the integrity and/or retrieval ability of material placed on these resources. The College is not responsible for any damages resulting from the receipt and/or transmission of any electronic information. Acceptable use of the College's Internet connection provided via the Alabama Research and Education Network (AREN) is also governed by this document. Any activity that is not listed here, which violates local, state, federal laws, or the AREN Acceptable Use Policy, is also considered a violation of this Acceptable Use Policy.

Information Technology Assistance and Support

In order to provide technology support to our non-traditional students, the College has on-staff technology professionals to answer a variety of questions, troubleshoot problems, assist with student passwords, etc. Please contact information.systems@cv.edu for assistance.

Appendix of Forms

Appendix A

Minimum Technical Requirements for Online Learning

Hardware/Software	
Operating System	Windows 10. 11, Mac OS
Browsers	Chrome, Safari, Edge, Firefox (updated to latest version)
Internet Connection	Cable or DSL at least 50 Mbps (wireless may be less reliable)
MS Office 365	provided free by CVCC – install from CVCC email account
Web camera	free-standing USB camera or integrated into laptop
Antivirus software	available free

Appendix B

Instructor Required Skills Check-Off Sheet

Knowledge or Skill	Date	Certified by
1. Understand what a learning management system is and become familiar with options other than LMS 2. Enrolled CVCC Faculty Resources class in the LMS 3. Navigate the LMS environment 4. Customize course settings 5. Create an instructor profile 6. Upload files from a personal computer to LMS 7. Convert various types of files to PDF format 8. Add course activities (assignments, discussions, quizzes) 9. Add learning resources (labels, text pages, text documents, slide presentations, links to websites) 10. Add learning materials to learning modules 11. Send/Retrieve e-mails and messages from within LMS 12. Use the help features within LMS and at the LMS's website 13. Use the course sandboxes in the LMS for continuous course improvement 14. Create different types of questions for the LMS course test question bank (true/false, multiple choice, matching, short answer, numerical, etc.) 15. Add images or link to files within test questions 16. Create and post quizzes/tests with customized settings 17. Use the LMS course gradebook 18. Create and monitor class discussion forums 19. Retrieve statistics/data on student activity within the LMS course		

Appendix C

Course Check-Off Requirements

The following items will be standard on every online course offered at the College.

1. Course Name, Instructor's Name, Email Address and Phone Number

2. Welcome Note to Students

3. START HERE for Week 1 containing a syllabus, Survival Tips for the Course, Get to Know Your Instructor, General Questions, Office Hours, and Student Introductions (this may be used as your required attendance verification assignment).

   - You may include an Enrollment Quiz or Activity (Must have if you do not use the introduction activity as your attendance verification)

Other Items that can be added to the College's LMS course shell. These are not required but some of the items in this section may be duplicated elsewhere in the course (the syllabus perhaps). The idea is to provide students with course "cheat-sheets" that they are likely to actually read and refer.

- ☐ Instructor Video Introduction
- ☐ Student's Rights and Responsibilities Document
- ☐ Assignment Listing (complete with due dates)
- ☐ Complete List of Graded Items (tests, discussions, assignments, etc.)
- ☐ Outline of Grading Structure
- ☐ Technical Support Contact Information
- ☐ Plan B Scenarios: What should students do when something does not work and they cannot contact you
- ☐ The Instructor's Policy on Make-Up Work and Extra Credit
- ☐ Assignment Submission Requirements: accepted file types (.docx, .rtf, .pdf, etc.)
- ☐ Instructions for Third-Party Applications: if the course is to use additional software for labs, then detailed instructions should be included.

File Types for the College's LMS:

- ☐ File types in the LMS other than the required files may be in any format as long as the computer program being used is a requirement for that course.
  - o For example, if you require that a student uses Excel in your class then you can place Excel files in the LMS. You can explain this requirement in the syllabus.
- ☐ Students may submit assignments in any program that you require them to have, as long as you state the requirement in the syllabus.

Appendix D

Course Proposal Form for Online and Hybrid Delivery

Directions: Complete this form in Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. **Submit the form via email as directed in the last section**.

Course Information and Delivery Format	
Course Prefix: Course Description: Faculty Name: First Semester to Be Offered:	Course Delivery Method **(check one):** ☐ Online (all instruction is online) ☐ Hybrid (instruction occurs both online and on campus) —— % online —— % on campus

Instructor Hybrid and Online Certification Levels
Check the appropriate delivery mode certification level of the instructor. ☐   Hybrid   ☐   Online

Need/Justification
How will the online/hybrid delivery of this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

Course Content Delivery - Contact Hour or "In-Class" Activities
In the following section, explain how each instruction will be implemented throughout each week of the proposed online or hybrid course. Indicate the number of contact hours for engaged-learning activities. The total number of contact hours in the course should be approximately the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 45 contact hours of instruction, assessment, discussion, and group activities. The following list illustrates some sample "in-class" activities for an online class.

Reading lectures/content.

Viewing presentations created by instructor.

Participating in discussion board forums.

Reading students' posts and posting feedback.

Peer reviewing other student's papers on the discussion board or group forum.

Collaborating with other students in group problem activity.

Assessments – quizzes, tests, exams, surveys.

Delivery Mode (Ex: in-person)	Activity and Description (For hybrid courses, please be sure in include face-to-face activities)	Hours or %

Course Content Delivery - Preparatory or "Outside of Class" Activities (not part of contact hours)

For each contact hour, students should be expected to spend two preparatory hours "outside of class" on reading, studying, preparing assignments, and other homework. Please note that these additional hours are not considered to be "contact hours." The list below reflects sample instructional, preparatory "outside of class" activities.

Reading textbooks
Research
Preparing assignments
Viewing internet sites
Individual reflective writing
Writing/composing a blog
Journaling
Analyzing another student's ideas individually
Using a discussion for posting ideas to other class members in preparation for a group project
Reviewing class notes

Outside reading of additional texts pertaining to the course subject matter as homework preparation Preparing an individual class presentation

Activity and Description (note: each text box will expand as needed)

Student Learning Assessment
Describe how you will assess learning in this course. If using rubrics for assessment, include an example.
Given the nature of online courses, how you will ensure a level of academic integrity? (Example: Use of web camera for exams.)
Describe how your assessment plan is consistent with your stated goals in the student benefits and student-to-student interactions sections of your proposal. How will you provide feedback to students?
Student and Instructor Interactions
How frequently will you interact with your students? Include interactions with the entire class, providing feedback on assignments, and interventions for students at-risk of dropping or failing due to poor performance or participation.
Student and Student Interactions

Describe opportunities in your course for student-to-student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?

Technology			
Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website.			
☐ LMS	☐	☐	☐
☐ Presentations (Ex: PowerPoint)	
☐ Publisher content/websites	
☐ Websites/links (Ex: Google Docs)	
☐ Screen recording (Ex: Camtasia)	
☐ Audio (Ex: Audacity or iTunes)	
☐ Video (Ex: YouTube)	
☐ Web conferencing (included in LMS)	
☐ Other software (please describe)	
Accessibility/Accommodations for Students with Disabilities			
All materials must be accessible to students with disabilities. During the development of your course, incorporate such helpful information through closed-captioning, audio accompanied with a transcript, and detailed visuals. Give examples of ADA accommodations for students. _____			

Approval – Level I **(Division)** **Faculty**: Please email your completed proposal to your Division Chair for approval.	
Faculty (Enter Name): _____ ☐ **I verify that this proposal accurately reflects my plans for the proposed course.** **Date:** _____	**Division Chair (Enter Name):** _____ ☐ **I approve this course proposal from the instructor as completed above.** **Date:** _____

Approvals – Level II
(Online Learning Committee)

Chair of Online Learning Committee Chair/Coordinator: (Enter Name): _____

☐ **The Online Learning Committee approves this course proposal as completed above.**

☐ **The Online Learning Committee disapproves the proposed course for the following reasons:**
_____

Date: _____

Approvals – Level III
(Dean of Instruction)

Dean of Instruction (Enter Name): _____

☐ **The Curriculum Committee approves this course proposal as completed above.**

☐ **The Curriculum Committee disapproves the proposed course for the following reasons:**
_____

Date: _____

Approvals – Level IV
(Curriculum Committee)

Chair of Curriculum Committee (Enter Name): _____

☐ **The Curriculum Committee approves this course proposal as completed above.**

☐ **The Curriculum Committee disapproves the proposed course for the following reasons:**
_____

Date: _____

Appendix E

1. Graded assignments and exams are consistent with course content.

2. Course assignments are helpful in acquiring a better understanding of course material.

3. The course content and the material covered are directly related to the objectives of the course.

4. The instructor organizes this class well.

5. The instructor clearly presents the requirements of this course.

6. The instructor's use of technology (such as slide presentations, Canvas, lecture capture, web sites, videos, etc.) or other teaching/learning aids (such as use of computer assignments, handouts, etc.) is effective.

7. The instructor clearly describes course assignments.

8. The instructor clearly states due dates for assignments, quizzes, and exams.

9. The instructor provides a good mix of learning activities.

10. The instructor clearly explains how students' grades will be determined.

11. The instructor seems knowledgeable about the subject being taught.

12. The instructor is open to students' ideas about course topics and responds to student questions.

13. The instructor provides students with an opportunity to discuss assignments, exams, and grades.

14. The instructor is consistently engaged/present in Canvas during the week and/or is present in class during scheduled times for the duration of the class.

15. The instructor is usually available during his/her announced office hours.

16. What changes would you encourage the instructor to make in his/her teaching skills?

17. Are there areas of the course that need further explanation or greater time allowances?

18. What improvements would you make to this course to enhance your learning?

Online Course Review Form

Instructor:	Date: **Click or tap to enter a date.**
Class:	Semester:
Reviewer:	Department:

NOTE: The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following four-point Likert Scale applies:

1. Needs improvement (employee is **not meeting** his/her job expectations consistently (attach documentation)
2. Satisfactory (employee **meets** minimum job expectations on a consistent basis)
3. Above Average (employee meets job expectations **above** the minimum standards)
4. Exceptional (employee **exceeds** his/her job expectations). List examples in the comment section.

	1	2	3	4
1. Start Here area available with clear instructions.				
2. First assessment posted and due date provided. NOTE: First assessment is for attendance verification in all online classes.				
3. Syllabus uploaded and available to students.				
4. Paragraph identifying types of online activities. Examples: weekly quizzes, recorded lectures, discussion forums				
5. Contact information for technical assistance provided.				
6. Instructor information provided (phone number, email address)				
7. Office Hours posted				
8. Division Chair Information posted				
9. Online course template followed				
10. Navigation is transparent throughout online components (logical arrangement and efficient)				
11. Uses appropriate content (images, videos).				
12. Links and course media function properly				

13. Student Learning Outcomes are clearly identified				
14. Documents to support textbook and classroom content are provided. Examples: Chapter PowerPoint, Chapter Summary				
15. Various activities are assigned to foster student learning (minimum of 3 categories) Category Examples: Instructor eLectures, Quizzes/Exams, Worksheets, Projects, Essays, Papers, Discussions (Instructors MUST participate in the discussion forums).				
16. Instructions are clear for completing an assignment and accessing other online material.				
17. Rubrics and/or descriptive criteria are provided for evaluating student work.				
18. Class announcements are provided to update and guide students on specific online learning activities.				
19. Regular communication with students on course content matters				
20. Timely feedback on course submission. At least one assessment must be instructor- driven and graded to prevent course from being a correspondence course.				
21. Provides ADA contact information and policy regarding accessibility				
22. Alternative formats are provided when possible (Audio, Video, PDF, etc.)				
23. LRC Resources information provided (Library operational hours and contact information)				
24. Adherence to copyright law within the course content and related material.				
Totals				
Transfer totals to the appropriate Faculty Evaluation Form.				

Comments:

_____

_____

_____

_____

Appendix G Online Course Evaluation by Peer Review

Requirements for Online Course	Does Not Meet Standards (0)	Meets Standards (1)	Exceeds Standards (2)	Comments
Template Checklist				
Front page clearly displays, at minimum: • Instructor's name • Instructor contact information (how and when) • Technical support contact information • Link to the 'Start Here' information	☐	☐	☐	
Welcome to students. This could be done in text, audio, video, etc.	☐	☐	☐	
"Start Here" information, which includes at least: • 'Read this First' introduction • Get to know your instructor • Survival tips for the course • Answers to frequently asked questions • Student's rights and responsibilities *Note: Students should be required to work through this content before continuing with the course.*	☐	☐	☐	
Mandatory attendance verification assignment (financial aid requirement).	☐	☐	☐	
Posted *Syllabus* and/or *Calendar* that outlines the objectives for the course and the semester's progression of activities, assessments, and/or other grading criteria	☐	☐	☐	

HELP forum or discussion board that permits students to ask general course questions	☐	☐	☐	

Additional Requirements				
The course content is organized by weeks, topics, units, or other easy to follow format	☐	☐	☐	
Deadlines for homework, review work, assessments, and exams are clearly posted	☐	☐	☐	
An established grade book is viewable and follows the grading criteria as defined in the course syllabus	☐	☐	☐	
Explanation of test proctoring procedures	☐	☐	☐	
Supplemental instructional resources are provided such as lecture notes, PPT's, review sheets, link to publisher's *Student Resources* website, etc.	☐	☐	☐	

Optional Items				
Plan B Scenarios – What should students do when something does not work and they cannot contact the instructor	☐	☐	☐	
Assignment submission types (.docx, .rtf, .pdf, etc.)	☐	☐	☐	
Link to proctoring software and technical support	☐	☐	☐	

Appendix H

Online Learning Student Satisfaction Survey (DESSS)

1. In how many online course(s) are you currently enrolled?
   - □ One (1)
   - □ Two (2)
   - □ More than two (3 or more)

2. In what online content area(s) are you currently enrolled? Check all that apply.

□ Art	□ Literature
□ Business	□ Math
□ Business & Office Technology	□ Medical Assisting
□ Child Development	□ Music
□ Computer Science	□ Nutrition
□ Criminal Justice	□ Physical Education
□ Economics	□ Political Science
□ Emergency Medical Services	□ Science
□ English	□ Sociology
□ Fire Science	□ Spanish
□ Health Sciences	□ Speech/Oral Communications
□ Health/Wellness Education	□ Visual Communications
□ History	□ Other _____

3. I intend to take other online courses at CVCC College:
   - □ Yes
   - □ No
   - □ Undecided

4. I prefer all online courses to follow the same "look and feel" so that navigation does not change from one online course to another.
   - □ Strongly Agree
   - □ Agree
   - □ No Opinion
   - □ Disagree
   - □ Strongly Disagree

5. Online courses are more difficult than face-to-face (F2F) courses.
   - □ Strongly Agree
   - □ Agree
   - □ No Opinion

□ Disagree

□ Strongly Disagree

6. During what time of day do you **most often complete** online coursework?

    □ Morning (5:00 am – 11:59 am)

    □ Afternoon (Noon – 4:59 pm)

    □ Evening (5:00 pm – Midnight)

    □ Night (Midnight – 4:49 am)

7. The Learning Management System (LMS) is always functional.

    □ Strongly Agree

    □ Agree

    □ Disagree

    □ Strongly Disagree

8. When using the LMS, I have technical difficulties submitting my assignments.

    □ Strongly Agree

    □ Agree

    □ No Opinion

    □ Disagree

    □ Strongly Disagree

9. The hours of technical support for the LMS meet my needs.

    □ Strongly Agree

    □ Agree

    □ No Opinion

    □ Disagree

    □ Strongly Disagree

10. The frequency of student and instructor interaction in my current online course is adequate.

    □ Strongly Agree

    □ Agree

    □ Disagree

    □ Strongly Disagree

    □ Not Applicable (N/A)

11. When appropriate, the class encourages interaction with other students.

    □ Strongly Agree

    □ Agree

    □ Disagree

    □ Strongly Disagree

    □ Not Applicable (N/A)

12. The instructor responds to questions within a reasonable amount of time.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree
   - □ Not Applicable (N/A)

13. What do you consider a reasonable time for the instructor to respond?
   - □ Less than 12 hours
   - □ Between 12-24 hours
   - □ Between 24-48 hours
   - □ Greater than 48 hours

14. I am satisfied with the amount of communication from the instructor.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree

15. The course content is delivered effectively.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree

16. The course was organized and available the first day of class.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree

17. The structure of the course is confusing.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree

18. The material covered in the class matches the course objectives in the syllabus.
   - □ Strongly Agree
   - □ Agree
   - □ Disagree
   - □ Strongly Disagree

19. The exams, written assignments, and/or projects have accurately assessed my knowledge of course content.

    □ Strongly Agree

    □ Agree

    □ Disagree

    □ Strongly Disagree

    □ Not Applicable (N/A)

20. Comments or suggestions for improvement

    _____

    _____

    _____